2013 DRAFTING REQUEST

Bill

Received:	**10/15/2012**	Received By:	**pgrant**
Wanted:	**As time permits**	Companion to LRB:	
For:	**Administration-Budget**	By/Representing:	**Hoechst**
May Contact:		Drafter:	**pgrant**
Subject:	**Education - state superintendent**	Addl. Drafters:	
		Extra Copies:	**TKK** **FFK**

Submit via email: **YES**
Requester's email:
Carbon copy (CC) to:

Pre Topic:

DOA:.....Hoechst, BB0143 -

Topic:

WISElearn; digital learning portal

Instructions:

See attached

Drafting History:

Vers.	Drafted	Reviewed	Typed	Proofed	Submitted	Jacketed	Required
/?	pgrant 10/15/2012	evinz 10/18/2012		_____ _____			
/1		evinz 10/18/2012	10/18/2012	_____ _____	lparisi 10/18/2012		State

FE Sent For:

<END>

2013 DRAFTING REQUEST

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Vers.	Drafted	Reviewed	Typed	Proofed	Submitted	Jacketed	Required
/?	pgrant	/1 eev 10/18/12	/1 eev 10/18/12	10/18 ph 1 km			

FE Sent For:

<END>

Grant, Peter

From: Hanaman, Cathlene
Sent: Wednesday, October 10, 2012 5:04 PM
To: Grant, Peter; Kuczenski, Tracy; Knepp, Fern
Subject: FW: Statutory Language Drafting Request
Attachments: DPI 13-15 LRB Digital Learning Portal (DIN 5002).pdf

From: Jonathan.Hoechst@wisconsin.gov [mailto:Jonathan.Hoechst@wisconsin.gov]
Sent: Friday, October 05, 2012 11:41 AM
To: Hanaman, Cathlene
Cc: Thornton, Scott - DOA; Hynek, Sara - DOA; Hoechst, Jonathan S - DOA
Subject: Statutory Language Drafting Request

Biennial Budget: 2013-15

Topic: Digital Learning Portal Appropriation

Tracking Code: BB0143

SBO Team: EWD

SBO Analyst: Hoechst, Jonathan - DOA
Phone: (608) 266-7329
E-mail: Jonathan.Hoechst@wisconsin.gov

Agency Acronym: DPI

Agency Number: 255

Priority: Medium

Intent:

Create an annual GPR appropriation to implement statewide digital learning portal.

Attachments: True

Please send completed drafts to statlanguage@wisapps.wi.gov

DEPARTMENT OF PUBLIC INSTRUCTION
2013-15 BIENNIAL BUDGET
DRAFTING REQUEST TO THE LEGISLATIVE REFERENCE BUREAU

☒ Draft for Possible 2013-15 Budget Bill Introduction (*Agency Decision Item No. 5002*)

Subject: Digital Learning Portal

Request Date: September 17, 2012

Agency Contact: Mike Bormett, 266-2804

Brief Description of Intent:

The department is requesting that an annual GPR appropriation be created to implement a statewide digital learning portal to facilitate blended learning environments for educators and pupils. The portal will include a learning management system, curricular and professional development content repository, web-conferencing package, and collaboration space (WISElearn) and provide funding for regional technical support centers.

Related Stat. Citations:

Create s. 20.255 (1) (el), Wis. Stats., Digital Learning Portal.

Decision Item (DIN) - 5002

Decision Item (DIN) Title - Digital Learning Portal

NARRATIVE

The department requests $1,450,000 GPR and 1.19 GPR FTE in FY14 and $2,510,000 GPR and 1.19 GPR FTE in FY15 to implement a statewide digital learning portal to facilitate blended learning environments for educators and pupils. The portal will include a learning management system, curricular and professional development content repository, web-conferencing package, and collaboration space (WISElearn) and provide funding for regional technical support centers.

DPI 2013-15 BIENNIAL BUDGET REQUEST

DECISION ITEM 5002 – DIGITAL LEARNING PORTAL

110 – Digital Learning Portal
s. 20.255 (1) (el) - NEW

FISCAL SUMMARY		
	2013-14 Request	**2014-15 Request**
Requested Funding	**$1,450,000 1.19 FTE**	**$2,510,000 1.19 FTE**
Less Base	**$0**	**$0**
Requested Change	**$1,450,000 1.19 FTE**	**$2,510,000 1.19 FTE**

Request/Objective

The department requests $1,450,000 GPR and 1.19 GPR FTE in FY14 and $2,510,000 GPR and 1.19 GPR FTE in FY15 to implement a statewide digital learning portal to facilitate blended learning environments for educators and pupils. The portal will include a learning management system, curricular and professional development content repository, web-conferencing package, and collaboration space (WISElearn) and provide funding for regional technical support centers.

Background/Analysis of Need

Cost Efficient Access to High Quality Educational Tools, Content, Training, and Technological Expertise

All Wisconsin pupils, educators, and residents have access to online resources such as BadgerLink which provide a wide variety of content at a huge cost savings. The cost for individual libraries or residents to purchase access to this content is in the tens of millions of dollars (more than $70 million for BadgerLink alone). By purchasing access at a state level, the content is available to all state residents, the majority of whom would not otherwise have access.

Similarly, digital education materials are available online. However they are scattered across multiple websites, curated by multiple state agencies, other municipal organizations, and private organizations. In addition, content varies in which standards it is aligned to. Some are aligned with the Wisconsin Model Academic Standards, some are aligned to the Common Core State Standards, and some are aligned to both.

Wisconsin educators have access to much of this digital content; however, there is not a centralized location or system to easily find materials or store and collect relevant materials once identified. While individual disciplines and their organizations may offer online professional collaboration of teaching materials or pedagogy with other educators, there is no statewide or cross-discipline platform or venue.

In today's environment, professional development for educators is primarily done via face-to-face training sessions at conferences. There is not a delivery mechanism for high-level training and professional development to educators in their own schools and homes. A digital learning portal would allow educators and administrators access training materials and professional development anywhere they had internet access. While this would not replace the value of face-to-face interaction when necessary, it would provide training at a substantial cost savings to both staff and school districts.

As the state works to implement major initiatives such as Educator Effectiveness, content area development related to mathematics, reading, and STEM, and adopting the Common Core State Standards, the lack of a central, digital system presents a major challenge to deliver cost effective, timely, quality professional development to educators.

Equitable Access to High Quality Educational Tools, Content, Training, and Technological Expertise

Some school districts attempt to independently provide all of this functionality. However, having multiple districts each with unique programs does not allow for sharing easily, it duplicates efforts, and it enhances inequity issues between districts with disparity in financial resources.

School districts statewide possess varying degrees of technical expertise when it comes to information technology; some have little or no expertise in this area. This is particularly true of smaller school districts without dedicated information technology staff to maximize their existing broadband, connection, and software capabilities as well as their ability to allow pupils to access virtual courses where the district can afford them. This lack of expertise will only hinder these school districts further as technology continues to grow exponentially and department initiatives such as SMARTER assessments, the Statewide Student Information System (SSIS), Educator Effectiveness, and WISEdash are implemented.

Online Learning

The budget instructions released from the Department of Administration (DOA) included the following statement:

> *"We must also leverage new technology to increase online learning and allow students across Wisconsin access to world-class educators and industry leaders in other parts of the state."*

In addition to providing digital opportunities for educators as technology continues to grow exponentially, it is of vital importance that school districts provide high quality, media rich online learning opportunities to their pupils. Offering this content to pupils:

- Prepares pupils for 21st century challenges in education, the workforce, and the global economy.
- Expands and implements the digital curriculum available to pupils.
- Maintains local control over virtual education policies and procedures.
- Keeps pupils in the district who want a virtual education option with blended or hybrid learning.
- Develops a virtual program without heavily investing in content development, server purchases, and curricular updates.

Wisconsin school districts currently have two options to provide online courses to their pupils. The Wisconsin Virtual School (WVS) provides online courses to school districts at a reasonable cost. In the 2010-11 school year, 230 districts partnered with WVS, making more than 100 courses available to their pupils, including 49 high school courses, 18 Advanced Placement courses, 14 credit recovery courses, and 25 middle school courses. In addition, Wisconsin school districts have been able to operate virtual charter schools since the 2002-03 school year, enrolling both pupils from the district and pupils attending through open enrollment. In the 2010-11 school year, 25 school districts operated virtual charter schools, serving 4,857 pupils.

However, similarly to digital opportunities for educators, digital opportunities for pupils vary widely from district to district. This disparity is often dependent on the financial resources available to school districts.

Digital Learning Advisory Council

In November 2011, the state superintendent appointed a Digital Learning Advisory Council (DLAC) comprised of educators, technology specialists, and other representatives from public and private schools, school districts, libraries, higher education institutions, and industry. The council was charged with crafting a digital learning plan that would serve as a blueprint for schools and their partners, such as public libraries, community organizations, and local employers to follow in order to maximize the impact of their work—not only in making learning more meaningful and relevant for pupils, but also more accessible for economically disadvantaged pupils and more cost-effective for school districts.

In February 2012, DLAC released a "Vision for Digital Learning" which included a plan comprised of 16 action items, many of which are addressed through the department's vision for WISElearn. Other action items, such as the implementation of a SSIS and academic and career plans for all pupils, are being addressed in separate budget initiatives either within the department or by other state government entities.

The DLAC's vision is summarized on their web page by three core values or elements:

Equitable Access
Personalized Learning
Applied and Engaging Learning

The world has changed and will continue to change at an increasing pace. Both learning tools and the skills necessary to thrive in tomorrow's digital world require a nimble and changing educational system. Today's leaders will need a mind set and collection of tools that will empower dynamic change.

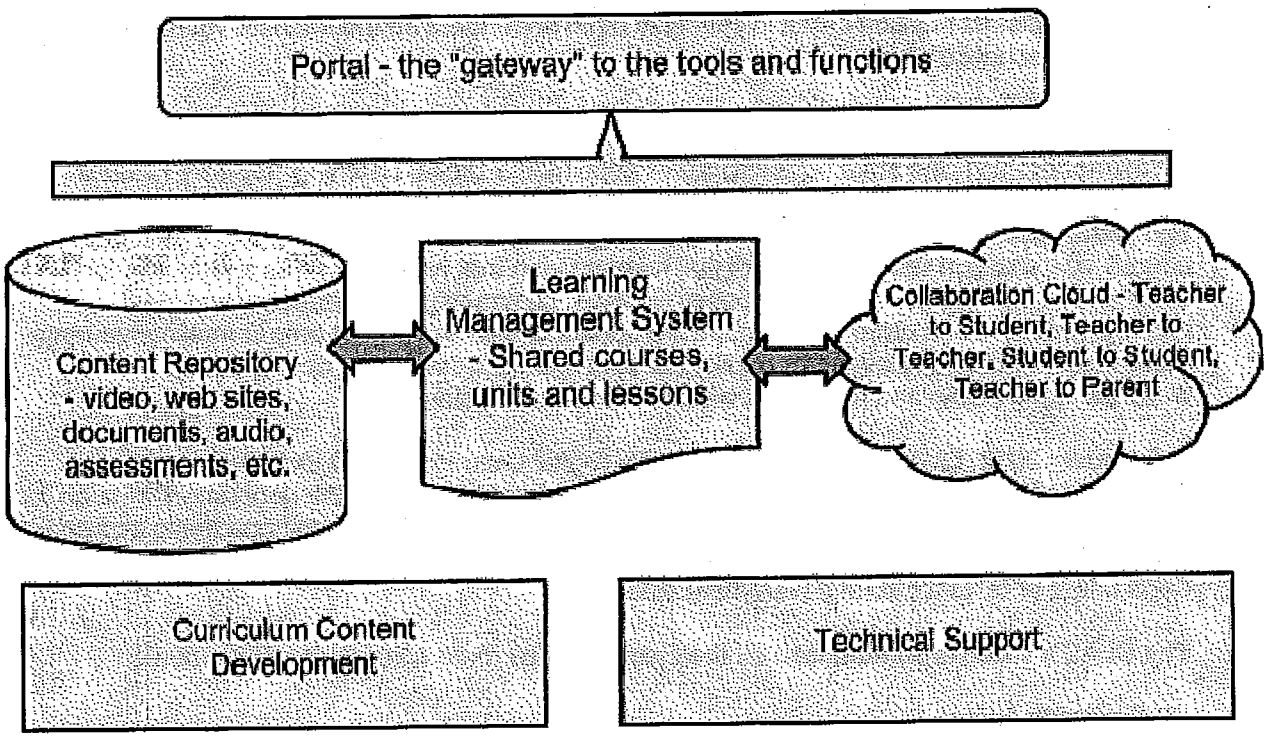
Effectively reforming the education system requires a commitment from all affected stakeholders. The request requires the active involvement of partners to ensure success and obtain the greatest value possible for the investment. These partners include those who can assist with funding, technical support, and delivering professional development.

UW-Madison
The Wisconsin Educational Communications Board (ECB)
CESA Support Network
Wisconsin Digital Learning Collaborative

Wisconsin digital content providers
Education organizations

Proposal

The department is proposing to build a robust online resource, WISElearn, to address the lack of availability of digital content and resources, inequities in online learning opportunities for pupils, and the lack of technical expertise in school districts. WISElearn will be a foundation made up of multiple components that combine to deliver a high quality product to Wisconsin educators and pupils. The components of the system are represented in the following diagram:



The goal of this request is to provide high quality resources to all stakeholders while driving down overall costs by scaling these digital solutions statewide through volume discounts and pricing as well as by consolidating tasks and avoiding redundant work. This work includes both the technical tasks needed to manage software and databases as well as curriculum development. Just as it makes little sense to have technicians performing the same software and database upgrades and "fixes" across 424 school districts and 385 public libraries, it makes no sense for educators across Wisconsin to create the same curriculum content over and over. Instead, it should be developed once and shared over and over.

Digital Learning Portal

The first component of WISElearn is the digital learning portal, or web site, that is the starting site for users. It acts as an anchor, or central site, from which users can access all aspects of the WISElearn system, including the learning management system, content repository, and others. An example of a common portal is the Yahoo home page, which provides a central point to reach Yahoo mail, news stories, games, and other Yahoo content. Access to different

components of WISElearn will all be through the portal, with some users able to access different portions of the site depending on their role. For example, pupils will not be able to create lesson plans; however, they will be able to view content. Users will include educators, pupils, parents, and other stakeholders.

Using the picture above, one can think of the portal as the foundation or infrastructure in which to get to the other tools. The three areas below that foundation are individual pieces of software that will allow users to do different things. For example, the content repository will be accessible to any citizen wanting to know about something. Consider a parent wanting to help his/her child with fractions. The parent could search the content repository where items related to fractions will have been tagged and thus appear for the parent to review. The learning management system will be available to anyone teaching or learning (will be password protected but teachers/districts will have access and able to give access). This could be a teacher wanting to learn more precisely how to teach geometry to his/her pupils. It could also be a pupil taking a Spanish course that is otherwise not available to the pupil. The collaboration cloud will be an area in which communication can occur. These discussions might be between pupils and teachers, parents and teachers, or teachers and teachers, classrooms to classrooms, and classrooms to experts. Below those pieces of software are the features necessary to make the rest of the portal function. There will need to be content to put into the content repository and the learning management system (as discussed later, this will be using a great deal of material already available as well as creating new). There will need to be professional development or training on how to use the portal and its separate pieces. Finally, there will be a need to support those districts in need.

The creation of a centrally located digital learning portal creates a visible Wisconsin presence for accessing high quality educational resources while reducing strain on decreasing school district budgets. In an era when technology changes at an ever increasing speed, the department's customers (educators, parents, and pupils) expect information to be easily and immediately accessible, current, and cost effective.

A digital learning resource portal will enable the improvement of instruction by creating professional learning networks (PLNs). A centrally located PLN creates a problem solving space to support educators as they build on current practice and move forward with more effective collaborative models. By immersing educators in the same online environments their pupils, parents, and community members use every day, educators will meet pupils where they are and speak their language. A Wisconsin PLN will increase capacity-building among educators and allow educators to learn from a larger network of peers, which research has shown is the best form of professional development to change classroom practice. It will also allow for the sharing of resources, best practices, mentoring and increased collaboration, especially in districts that are remote and have few resources for professional development.

A PLN will provide equity to districts that do not have an internal network of peers, budgets large enough to bring in outside expertise or a local level of staffing that supports off-site professional learning. Furthermore, at the local level, school library media specialists and technology coaches/integrators can provide models for professional and classroom collaboration, support for the PLNs, and professional development on using and accessing WISElearn.

PLNs also provide a platform for the delivery of professional development content developed both in the department and by other public and private organizations. As the state moves to implement initiatives such as Educator Effectiveness, content area development related to mathematics, reading, and STEM, and adopting the Common Core State Standards the

existence of digital PLNs in WISElearn will help facilitate training for educators more quickly and efficiently.

The department will develop basic instructional guidelines for persons wishing to learn how to use WISElearn and post it on the department's website and within the portal. Frequently asked questions and other trouble-shooting documents will be created as a means to facilitate the new user with WISElearn's functionality. In addition, the department intends to take advantage of the existing skill base in digital learning of school library media specialists and school librarians to collaborate with instructional technology educators, classroom educators, and administrators to build a solid basis of support for this development.

Content Repository

A content repository is a store of digital content with an associated set of data management, search, and connection methods allowing access to the content. It allows users to store and modify digital content in addition to searching and retrieving. As a logical storage facility for content, a content repository is a key component of a learning management system.

Learning Management System

A learning management system (LMS) is a software application for the administration, documentation, tracking, and reporting of training programs, classroom and online events, e-learning programs, and training content. Users take digital content from the content repository and combine it with additional content to make, use, and modify learning modules or classes which can be used in classrooms, as complete courses, or as individual online events. The LMS functions as a means to deliver the digital content in a consistent, efficient, and cost effective manner, both synchronously and asynchronously.

As virtual and blended education initiatives increase in number, the department believes the state has an obligation to provide a common LMS that can be accessed by all. Moodle (a common LMS platform) is currently in use in many school districts across the state, but unless it is available statewide it cannot address the learning needs of all pupils and educators. If the department is going to facilitate the building of professional learning communities and develop true collaboration, all educators must have access to a common LMS.

An online LMS provides opportunities for collaborative learning, a skill pupils need to have when they graduate. Currently, Janesville is an example of a district using school librarians and other educators to establish collaborative teaching teams to guide pupils who are pursuing answers to essential, unit, and content questions using print and digital resources from all schools and libraries. With an LMS available to districts and educators across the state, this capacity can be built across districts. The larger scale implementation of these types of learning opportunities will ultimately lead to graduates with increased potential for success in the workforce and/or in pursuing additional education.

Web conferencing

In the context of WISElearn, collaboration tools are defined as software to enable web-conferencing on a statewide basis. This tool will allow every school and district to easily host and access one-time and recurring meetings, administrator and educator professional development sessions, and webinars from a desktop or smartphone device. The system can reduce travel time and out of classroom time for educators. In addition, it can create efficiencies

in districts where one person may take on multiple roles. Note that this is a different tool than the distance learning networks which deliver pupil courses.

Another application of this tool is the ability for educators to connect classrooms across schools or districts, bring in guest speakers from the academic and business communities, and bring the outside world into the classroom.

Finally, in combination with PLNs enabled by WISElearn, web conferencing capabilities can drive savings around future professional development of educators. WISElearn will be a major delivery mechanism for high level training and professional development to educators in their own schools and homes. Educators and administrators will be able to access training materials and professional development anywhere they have internet access. While this will not completely replace the value of face-to-face interaction when necessary, it will provide training at a substantial cost savings to both staff and school districts in staff time, hotel stays, food, and substitute teacher costs.

Digital Curricular Content

Digital curricular content can be defined as traditional educational materials (usually stored on paper, in documents, in textbooks, on graphs and charts, on maps, on records/tapes, and on videotape/film), lesson and unit plans, and learning modules that are stored in electronic or digital form that can be easily matched to state and Common Core standards. Digital curricular content is malleable, enabling educators and pupils to more easily share, consume, manipulate and leverage the content and information to address specific learning objectives and to better match individual learning modalities.

The department is proposing three approaches to content development: 1) locating and tagging existing content, 2) locating content for purchase, and 3) developing new content. There is a tremendous amount of existing digital learning content that is available to place into the content repository and the LMS. Much of that content is "open" without any cost for licensing it, including content from institutions such as Harvard and MIT. Other content is available because Wisconsin taxpayers already fund the acquisition of it through initiatives such as BadgerLink, WISTEM, and content produced by the Wisconsin Educational Communications Board (ECB), including Financial Literacy, PBS TeacherLine early literacy, and Into the Book. Once identified, these resources need to be "tagged" in the content repository so they can be easily searched and accessed by users within the WISElearn portal.

Pending a thorough review of these materials, and based on the feedback of educators about the quality of such content, the department may wish to acquire or develop new content for "tagging" and placement within the WISElearn portal. In these cases the department would seek to identify digital learning content available for purchase or development through the Wisconsin Digital Learning Collaborative and other Wisconsin based organizations such as the UW-Madison based Games, Learning, and Society Center. For content developed in state, the department would also seek to leverage the investment through a "trade", or exchange, of digital content between Wisconsin and other states that have already developed alternative content that Wisconsin does not have.

As far as developing some of the new content, the department's newly created Common Core State Standards (CCSS) Implementation Team will be very involved as well. The team centralizes content experts and is focused on the development of high-quality, standardized

resources and training plans related to the CCSS that will be easily accessed at low to no cost across the state.

With the goal of improving outcomes of all pupils, the CCSS Implementation Team will create resources for classroom educators and other educational stakeholders with a focus on improving instructional practices. Resources for classroom educators will focus on how they can improve their practices; resources for principals will focus on how they can best support their classroom educators' improvement; resources for other school and district staff will similarly focus on bringing the CCSS to life for each and every pupil. To do this, all resources will incorporate Universal Design for Learning principles, and will take advantage of technology to the fullest extent possible to ensure greater accessibility.

In addition, a statewide online course database integrated with the statewide student information system will provide a single point of access for online courses to all pupils statewide. This will be developed by the Wisconsin Digital Learning Collaborative, collaboration between the department, the Wisconsin Virtual School, and the Wisconsin eSchool Network.

Technical support

Regional technical support centers would provide professional support to the information technology staff within schools and libraries. These centers would be regionalized across the state and leverage the virtual tools available via WISElearn. These centers would be modeled on similar approaches adopted in other states such as the Utah Education Network (http://www.uen.org/tech/). Support centers would be based in organizations receiving grants from the department, such as CESAs, funding technical support staff.

Support centers will work directly with school districts that do not have a high degree of technical expertise when it comes to information technology; particularly smaller school districts without dedicated information technology staff. Staff will help districts maximize their existing broadband, connection, and software capabilities as well as their ability to allow pupils to access virtual courses where the district can afford them.

The support centers will also include the ability to share reference documents and other online resources, organized and indexed by subject areas. Documents can include example request for proposals, district created technical resources for school integration scenarios, links to external technical resources helpful in troubleshooting activities, recording the platforms and systems purchased by districts for assisting other districts in contacting and connecting with those who have prior experience with a given product/platform, and a series of guidelines of practice and "white papers" across an array of technology topics.

Support centers can also support public-private partnerships by facilitating both face-to-face and virtual technology forums that include participation from stakeholders such as school districts and technology providers. Regionally-based staff can work to identify how these forums best meet the individual needs of each part of the state.

Support centers will be in a position to pursue additional projects of benefit to schools, educators, and pupils including:

- Surveys of districts' technological use and capacity to identify future development priorities, create benchmark comparisons for districts, and identify potential collaboration partners for districts to maximize operational efficiency.

- Creation of support software application development groups, allowing districts to leverage development work completed elsewhere and eliminate redundant work.

WISElearn System Costs and Details

The projected costs for the various components of the WISElearn system are included in the table below along with projected FTE needs. In addition to the 1.19 FTE requested, the department has already repurposed 2.81 existing FTE to support this initiative.

WISElearn component	Purpose	FY14 Cost	FY15 Cost	Existing FTE (repurposed)	New FTE requested
Portal	Hardware equipment, BadgerLink Portal update and integration	$100,000*	$10,000*	1.00	
Learning management system	Hosting, digital course content management	$850,000	$850,000	1.81	0.19**
Collaboration tool(s)	Software licensing	$500,000	$500,000		1.00
Curriculum content	Partners, content acquisition, content creation, content tagging	$0	$500,000		
Technical support	Partners, professional network support	$0	$650,000		
TOTAL		$1,450,000	$2,510,000	2.81	1.19

* Hardware cost is for first year purchase and is projected to be at a lower maintenance level in future years.
** The request for 0.19 FTE under LMS is to bring a repurposed 0.81 FTE up to 1.00 FTE.

The ECB will be requesting funding to fund the content repository as part of their biennial budget request and providing access to all schools and libraries statewide. The ECB's existing relationships, including with the Public Broadcasting System, National Archives, the Library of Congress, NPR, NASA, the National Science Foundation, and the National Institutes of Health, make them the natural home for this function. This content repository is integral to the success of the WISElearn initiative and the department strongly supports the ECB's request for this funding of an integral part of the digital learning portal.

WISElearn component	Purpose	Projected Cost	FTE
Content repository	Software licensing and hosting	$500,000	1.00

Statutory Language

The department is proposing statutory language to create the new GPR appropriation.

Date (time) needed _____ LRB- 0394 / 1

PG : eev : ____

DOA BUDGET DRAFT

Use the appropriate components and routines developed for bills.

>>FOR BUDGET — NOT READY FOR INTRODUCTION<<

AN ACT . . . [DO NOT generate catalog]; **relating to:** the budget. . . . . .

. . . . . .

. . . . . .

Analysis by the Legislative Reference Bureau

If titles are needed in the analysis, in the component bar:
For the main heading, execute: . . . . . **create → anal: → title: → head**
For the subheading, execute: . . . . . **create → anal: → title: → sub**
For the sub-subheading, execute: . . . . . **create → anal: → title: → sub-sub**
For the analysis text, in the component bar:
For the text paragraph, execute: . . . . . **create → anal: → text**

(attached)

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

SECTION #.

SEC. CR; 20.255(1)(eL)

(1)

20.255(1)(eL) WISElearn. The amounts in the schedule for WISElearn under s. 115.28(27).

*** note: bud

SEC. CR; 115.28 (27)

(CS)

115.28 (27) WISElearn. Develop and maintain an online resource, called WISElearn, to provide educational resources, offer online learning opportunities; provide regional technical support centers; ~~to school districts;~~ and provide professional development for teachers; and enable video conferencing for parents, teachers, and pupils;

End)

Analysis

EDUCATION

(GS) PRIMARY AND SECONDARY EDUCATION

This bill directs DPI to develop and maintain an online resource, called WISELearn, to provide educational resources for parents, teachers, and pupils; offer online learning opportunities; provide regional technical support centers; provide professional development for teachers; and enable video conferencing.

TE-S

State of Wisconsin
2013 - 2014 LEGISLATURE

LRB-0394/1
PG:eev:ph

DOA:.....Hoechst, BB0143 – WISElearn; digital learning portal

FOR 2013-2015 BUDGET -- NOT READY FOR INTRODUCTION

AN ACT ...; **relating to:** the budget.

Analysis by the Legislative Reference Bureau

EDUCATION

PRIMARY AND SECONDARY EDUCATION

This bill directs DPI to develop and maintain an online resource, called WISElearn, to provide educational resources for parents, teachers, and pupils; offer online learning opportunities; provide regional technical support centers; provide professional development for teachers; and enable video conferencing.

For further information see the ***state*** fiscal estimate, which will be printed as an appendix to this bill.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

SECTION 1. 20.255 (1) (eL) of the statutes is created to read:

20.255 **(1)** (eL) *WISElearn.* The amounts in the schedule for WISElearn under s. 115.28 (27).

****NOTE: This SECTION involves a change in an appropriation that must be reflected in the revised schedule in s. 20.005, stats.

SECTION 2. 115.28 (27) of the statutes is created to read:

115.28 **(27)** WISELEARN. Develop and maintain an online resource, called WISElearn, to provide educational resources for parents, teachers, and pupils; offer online learning opportunities; provide regional technical support centers; provide professional development for teachers; and enable video conferencing.

(END)